



Carfield

Primary School

Relationships and Sex Education Policy
2021-2022

1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Carfield Primary School, we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map and progression document in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Parents and Carers are informed of what the children will be learning in PSHE (referred to as Personal Development at Carfield) through curriculum newsletters prior to the learning taking place including the RSE elements of the PSHE curriculum.

Before the elements of the RSE curriculum referred to as, 'sex education,' are taught, parents will be invited to parent workshops to give them the opportunity to look at resources used, discuss any concerns or worries and withdraw their children from non-statutory parts of the curriculum if they wish to do so.

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

The governing board will hold the headteacher to account for the implementation of this policy.

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

8.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

9. *Parents' right to withdraw*

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative school work will be given to pupils who are withdrawn from sex education.

10. *Training*

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. *Monitoring arrangements*

The delivery of RSE is monitored by the head of school, Curriculum Lead and Personal Development Lead through:

Learning walks, book monitoring and discussions with children, parents and staff.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by annually. At every review, the policy will be approved by [the governing board/committee name/governor name/the headteacher].

Appendix 1: Curriculum Map

Carfield Personal Development Curriculum Overview 2021-2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Our communities	Family	Friends	Mental Well-Being	Physical Health	Growing up
Year 2	Our communities	Family	Friends	Mental Well-Being	Physical Health	Growing Up
Year 3	Our communities	Physical Health	Friends	Mental Well-Being	Family	Growing Up
Year 4	Our communities	Physical Health	Friends	Mental Well-Being	Family	Growing Up
Year 5	Our communities	Family	Friends	Mental Well-Being	Physical Health	Growing up
Year 6	Our communities	Family	Friends	Mental Well-Being	Physical Health	Growing up
All year groups must teach online safety through SMSC lessons throughout the school year. The objectives for this can be found on the personal development progression document. Online safety is also taught across all computing strands.						

Growing Up	<p>Notice that babies and children grow. Notice life cycles and understand the key features – baby, child, adult, baby (this is linked to Understanding the World – The Natural World)</p> <p>Recognise how you get older (birthdays).</p>	<p>Understand some important processes and changes in the natural world around them</p> <p>Notice how we grow and change and that we can do different things at different ages (including things that only adults can do).</p> <p>Understand the need for rules and behave accordingly.</p>	<p>Recognise the 5 key stages of human life (G1)</p> <p>Consider how their lives will change as they get older (G1)</p>	<p>Understand how their bodies will change as they age (G1) - e.g. getting taller</p>	<p>Appreciate how increasing independence presents new dangers, challenges, benefits and responsibilities (G1) - Year 2</p>	<p>Introduction to personal hygiene - e.g. showering often, brushing twice a day, getting changed after exercise</p>	<p>Understand the physical changes that people go through during puberty, particularly ages 9-11 (G1)</p> <p>Understand the emotional and mental changes that people go through when they reach puberty (G2)</p> <p>Understand the process of menstruation (G3)</p> <p>How do plants and animals reproduce? – taught through Science (Sx1)</p>	<p>Changes and their importance during puberty (G3)</p> <p>Personal hygiene (G3)</p> <p>Recap dental hygiene (G3)</p> <p>Understand the emotional and mental changes that people go through when they reach puberty (G2)</p> <p>Understand the process of menstruation and how to manage it effectively (G3)</p> <p>To know the internal sex organs and how they are used to create a baby (Sx2)</p> <p>To know the basic facts about what happens during sex (Sx2)</p>
------------	--	---	---	---	---	--	--	---

								To know that the law states people should not have sex until they are over 16 and consent is given by those involved (Sx2)
Relationships (Family)	<p>Introduce “The Underwear Rule” (NSPCC)</p> <p>Know that they are part of a family and that some families are different from theirs</p> <p>Know and accept that adults are in charge</p> <p>Become more outgoing with unfamiliar people (in the safe context of their setting)</p> <p>Play with one or more children, extending play ideas</p>	<p>Introduce “The Underwear Rule” (NSPCC)</p> <p>Form positive attachments to adults and friendships with peers</p> <p>Show sensitivity to their own and to others’ needs</p> <p>Know and accept that adults are in charge</p>	<p>Understand that families are made up of a special group of people who have different roles, responsibilities and strengths (Fa1)</p> <p>Understand that these people are all connected in different ways and that these connects are important (Fa1)</p> <p>Understand that adults have responsibilities for children and that we should feel loved, cared for and safe</p>	<p>Understand that families can change over time and that these changes can be caused by different events (Fa1/2)</p> <p>Understand that children and adults have responsibilities to each other and know what to do if our needs aren’t being met (Fa3)</p> <p>Understand that some parts of our bodies are more private than others (Fa4)</p>	<p>Understand that families can change (Fa1)</p> <p>Understand that parents can split up and people can die (Fa1)</p> <p>Appreciate that there are many differences between families and all families are unique and there is no one set family structure (Fa2)</p> <p>Appreciate that any type of family can provide love and support (Fa2)</p>	<p>Know that events such as divorces are not the fault of the child (Fa1)</p> <p>Understand the emotions which can result from family changes and how these can alter over time (Fa1)</p> <p>Understand that there are far more similarities between families than there are differences (Fa2)</p> <p>Appreciate that any type of family can provide love and support (Fa2)</p> <p>Understand about</p>	<p>Understand why some people get married (Fa1)</p> <p>Identify the positive features that should be in a family (Fa2)</p> <p>Know the differences between secrets and surprises (when to break confidentiality) (Fa2)</p> <p>Understand the diversity of home lives (Fa3)</p> <p>Appreciate that many people have heritage from other countries and may have dual heritage (Fa3)</p> <p>Revisit that “My body belongs to me” (private</p>	<p>Know that forced marriage is illegal (Fa1)</p> <p>Appreciate that not everyone wants to get married (Fa1)</p> <p>Revisit that “My body belongs to me” (private parts exceptions) (Fa2)</p> <p>Learn how to disagree with respect (Fa2)</p> <p>Understand that the cultural differences between families do not make people better or worse and often present an</p>

			<p>in our homes (Fa3)</p> <p>Understand that other people should ask permission before they can touch us (Fa4)</p> <p>Recognise that other people often want different things from ourselves (Fa4)</p> <p>Understand that secrets and surprises are different things (Fa5)</p> <p>Know how to report concerns (Fa5)</p> <p>Understand that families can differ from those in their class (Fa6)</p>	<p>Understand that certain parts of our bodies are very private and only we get to decide what happens to them (Fa5)</p> <p>Know how to report concerns (Fa5)</p> <p>Understand that families are highly varied, and no families are the same (religion, culture, gender) (Fa6)</p>	<p>Understand and appreciate that all people deserve respect, even if they are different to other people (strengths and challenges) (Fa3)</p> <p>Understand that certain parts of our bodies are very private and only we get to decide what happens to them (Fa5)</p> <p>Understand that other people need permission before they can touch us (Fa4)</p> <p>Know how to report concerns (Fa5)</p> <p>Understand that families can differ from those in their class (Fa6)</p> <p>Know how to report concerns (Fa5)</p>	<p>discrimination, what it means and how to challenge it (Fa3)</p> <p>Understand that certain parts of our bodies are very private and only we get to decide what happens to them (Fa5)</p> <p>Understand that other people need permission before they can touch us (Fa4)</p> <p>Know how to report concerns (Fa5)</p>	<p>parts exceptions) (Fa2)</p> <p>Know how to report concerns (Fa5)</p>	<p>opportunity for learning and fun (Fa3)</p> <p>Know how to report concerns (Fa5)</p>
Relationships (Friends)	Play with one or more children, extending and	Work and play cooperatively and take turns	Understand that there is a difference between friends,	Understand that there is a difference between close	Acknowledge that other people's emotions are	Appreciate that we have responsibilities to our	Understand what it takes to be a good friend (Fr1)	Empathise with people who are excluded (Fr1)

elaborating play ideas	with others	family and strangers (Fr1)	friends, friends, acquaintances, trusted adults and strangers (Fr1)	important (Fr1)	friends (Fr1)	Understand that we don't have to be the same as everyone else to have friends (Fr2)	Understand that friendships change over time, and our friends often have different opinions, feelings and motivations to ours (Fr2)
Find solutions to conflicts and rivalries (Sometimes with adult support)	Form positive attachments to adults and friendships with peers	Understand that friends do not always agree with each other (Fr2)	Understand that friends do not always agree with each other, but we can resolve our differences kindly, and with mutual respect (Fr2)	Understand that our actions can affect other people's feelings (Fr1)	Learn what we can do to maintain healthy relationships (Fr1)	Appreciate that we should respect other people, irrespective of their unique characteristics (Fr2)	Identify behaviours that are controlling or manipulative (Fr3)
Develop ways of being appropriately assertive using simple social phrases – I'm playing with this now. You can have it later.	Show sensitivity to their own and to others' needs	Understand that we can be different from our friends (Fr2)	Understand that friends should treat each other well and be fair (Fr3)	Discuss the similarities and differences between boys and girls (stereotypes) (Fr2)	Understand that differences in gender, skin colour, religion, culture, sexuality and (dis)ability should not inhibit friendships or cause negative treatment (Fr2)	Understand that friendships is not just about doing what someone says and that boundaries are healthy and an essential part of any relationship (Fr3)	Identify issues around consent and coercion (Fr3)
Develop a sense of community within the setting		Understand that there is not an ideal number of friends (you can have as many as you like) (Fr3)	Understand that difference can be a positive thing in our friendships (Fr2)	Develop techniques to deal with conflict within friendships (Fr3)	Understand when a relationship is unhealthy and when support is required (Fr3)	Appreciate that friends should make us feel good and safe (Fr3)	Appreciate that friends should make us feel good and safe (Fr3)
			Understand that being controlling of other people is bad and that excluding other children is hurtful (Fr3)	Understand that it is normal to disagree with your friends (Fr3)	Develop techniques to deal with conflict within friendships (Fr3)	Identify the reasons why some children bully (Fr4)	Understand that violence is always wrong, our body belongs to us (Fr4)
			Understand that friends should not tell us what to do, although		Understand that relationships come with a mixture of positive and negative	Understand what stereotypes are (Fr5)	Develop skills to avoid conflict and reconcile

				<p>we should listen politely (Fr3)</p> <p>Empathise with other people and understand why bullying is so hurtful (Fr4)</p> <p>Order types of bullying to understand which ones are the worst (Fr4)</p>		emotions (Fr3)	<p>see them (Fr5)</p> <p>Appreciate that we should treat everyone with respect, regardless of their physical appearance (Fr6)</p>	<p>difference s (Fr4)</p> <p>Critique media and identify stereotypes in the world around them (Fr5)</p> <p>Learn how to challenge stereotypes when they see them (Fr5)</p> <p>Understand that people may face discrimination – the importance of being inclusive and how being different is good (Fr6)</p> <p>Accurately use language relating to sexuality (Fr6)</p>
Online Safety	<p>Know that you go online with an adult's permission and that they should know what you are doing</p> <p>Know that you must tell a grown up</p>	<p>Know that you go online with an adult's permission and that they should know what you are doing</p> <p>Know what to do if you see</p>	<p>Understand that screen time can affect your mood (Link to sleep) (Os1)</p> <p>Understand why we shouldn't share personal</p>	<p>Understand that people need to get the correct balance of time spent online and offline (Os1)</p> <p>Understand how to</p>	<p>Understand that people on the internet are not always who they say they are, and may have malicious intentions (Os1)</p>	<p>Understand that people on the internet are not always who they say they are, and may have malicious intentions (Os1)</p>	<p>Understand that social media comes with pressure (Os1)</p> <p>Understand that our actions/lack of actions can have an impact on ourselves and those</p>	<p>Understand that social media comes with pressure (Os1)</p> <p>Understand that we have a significant amount of control over our</p>

	if something goes wrong online	<p>something wrong or the website changes</p> <p>Accept that time online might be limited by your adult</p> <p>Recognise that you need to keep passwords safe</p>	<p>information (Os2)</p> <p>Understand that people online are strangers if we don't know them in real life (Os3)</p> <p>Understand that anybody can put things online (Os4)</p> <p>Recognise the difference between truth and fiction (Os4)</p>	<p>keep personal information private and safe when we are online (Os2)</p> <p>Understand that we shouldn't share private and personal information with strangers (Os3)</p> <p>Understand that things online are not always true (Os4)</p>	<p>Understand that we must keep our personal information safe (Os2)</p> <p>Identify how to be kind in online social environments (Os3)</p> <p>Understand that friends should behave in a certain way, whether they are online or offline (Os3)</p> <p>Understand that websites store a lot of our information (Os4)</p> <p>Understand that information online must be checked before it is believed and introduce the term 'Fake News' (Os6)</p>	<p>Understand that we must keep our personal information safe (Os2)</p> <p>Understand that peer pressure can make us do inappropriate or unkind things and develop strategies to help deal with this (Os3)</p> <p>Understand the impact and consequences of our online behaviour (Os3)</p> <p>Understand some of the ways that information and data is shared and used online, including for commercial purposes (Os4)</p> <p>How to assess the reliability of sources online (Os5)</p> <p>Understand some of the</p>	<p>around us (Os1)</p> <p>Understand that our personal information is valuable, sensitive and private to us (Os2)</p> <p>Understand that there are dangers online for younger people (Os3)</p> <p>Understand that our personal data can be used to make money and target us with advertising (Os4)</p> <p>Understand that not everything they read is true or without bias (Os6)</p> <p>Appreciate that everyone can be at least a bit biased, so we have to be careful to balance our views and tolerate disagreement (Os6)</p> <p>Understand how social media tends to limit the number of opposing</p>	<p>online lives (Os1)</p> <p>Understand that our actions/lack of actions can have an impact on ourselves and those around us (Os1)</p> <p>Understand that giving away personal information can lead to physical and emotional damage (Os2)</p> <p>Understand that many small details can be pieced together to gain a much more comprehensive set of information about a person (Os2)</p> <p>Recognise some of the signs of online danger (Os3)</p> <p>Understand that our personal data can</p>
--	--------------------------------	---	---	---	--	---	---	--

						<p>motivations behind putting false things online (Os6)</p>	<p>views that we encounter (Os7)</p> <p>Appreciate that there is both negative and positive content online (Os8)</p> <p>Understand that social media can exert pressure on us, by making us feel jealous or insecure about our own lives (Os8)</p> <p>Understand that images and videos we see online are not always a true reflection of reality (Os8)</p>	<p>be used to make money and target us with advertising (Os4)</p> <p>Become more digitally literate by able to analyse digital content (Os5)</p> <p>Understand that bias can mislead readers, and that there are multiple perspectives to many stories (Os6)</p> <p>Understand how different groups have their own motivations, often based around commercial or ideological reasons (Os7)</p> <p>Understand that social media can exert pressure on us, by making us feel jealous or insecure</p>
--	--	--	--	--	--	---	---	--

								<p>about our own lives (Os8)</p> <p>Understand that images and videos we see online are not always a true reflection of reality (Os8)</p>
Mental Wellbeing	<p>Talk about own feelings using words like happy, sad, worried, angry</p> <p>Accept that not everyone can have a turn (regulating feelings)</p> <p>Develop appropriate ways of being assertive</p> <p>Begin to find solutions to conflicts (sometimes with adult support)</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>Show sensitivity to their own and to others' needs</p> <p>See themselves as a valuable human being</p> <p>Develop independence, resilience and perseverance</p>	<p>Discover how our choice of activities can affect our happiness (M2)</p> <p>Understand that we have a range of emotions depending on our experiences and situations (M1)</p> <p>Build language to talk about feelings (M1)</p> <p>Understand that each of us has skills and talents that are valuable (M2)</p> <p>Appreciate that other people are important,</p>	<p>Understand the connection between their actions and the feelings of themselves and others (M2)</p> <p>Recognise that not everyone feels the same at the same time or feels the same about same things</p> <p>Know what to do when we experience strong emotions (M1)</p> <p>Build language to talk about feelings (M1)</p>	<p>Understand the range and depth of feelings that we all experience (M1/2)</p> <p>Learn strategies to deal with these feelings and know when to seek support (M1/2)</p> <p>Understand that we have responsibilities for some things but cannot control everything (M1/2)</p> <p>Recognise positive things about ourselves and our achievements. Set goals to</p>	<p>Understand the range and depth of feelings that we all experience (M1/2)</p> <p>Learn strategies to deal with these feelings and know when to seek support (M1/2)</p> <p>Understand that we have responsibilities for some things but cannot control everything (M1/2)</p> <p>Recognise individuality and personal qualities (M1/2)</p> <p>Identify personal strengths, skills,</p>	<p>Develop our ability to communicate our own feelings, listen to other people's feelings and respond appropriately (M1)</p> <p>Identify positive and negative emotions and the impact these have on our mental well-being (M1)</p> <p>Explore how big events such as loss, separations, divorce and bereavement can affect our mental and emotional health (M2)</p> <p>Understand why it is better to demonstrate self-control and restraint in emotional situations,</p>	<p>Develop our ability to communicate our own feelings, listen to other people's feelings and respond appropriately (M1)</p> <p>Understand that some people find it hard to read and express emotions (M1)</p> <p>Identify our own triggers for negative emotions (M1)</p> <p>Develop strategies and behaviours that support mental health (M1)</p>

			no matter how good they are at certain things (M2)	Understand that we are important, unique people who deserve kindness and respect (M2) Appreciate that other people are important, no matter how good they are at certain things (M2)	help achieve personal outcomes (M1/2)	achievements and interests and how these contribute to a sense of self-worth (M1/2)	staying calm and making good choices even when others are not (M3) Practise strategies for resolving conflict with peers (M3) Understand that our brains can get poorly and can be treated (M4) Learn to express our sense of identity (M4)	Explore ways of coping with big and small life events (M2) Practise strategies for resolving conflict with peers (M3) Understand why it is better to demonstrate self-control and restraint in emotional situations, staying calm and making good choices even when others are not (M3) Know that mental wellbeing varies and is not constant (M4)
Physical Health	Be increasingly independent managing own care Make healthy choices about food, drink,	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the	Understand that we can't always have healthy bodies, because sometimes we get ill or injured (P1)	Appreciate that some people live with disabilities or are differently abled (P1) Understand about dental	Benefits of getting enough sleep and what might stop you from getting the right amount (P1/2)	Appreciate that they need to balance choices that are 'good for them' and choices that bring them joy (P1/2)	Analyse representations of beauty in the media (P1) Understand that the images we see in the media affect the way we see and judge	Analyse representations of beauty in the media (P1) Appreciate that many of the photos we see are the result of hours of

	<p>activity and toothbrushing (this is part of physical development for FS)</p>	<p>importance of healthy food choices</p> <p>(this is also part of physical development for FS)</p>	<p>Understand that active lifestyles including regular exercise can keep our bodies healthier (P1)</p> <p>Understand about foods that support good health and the risks of eating too much sugar (P1)</p> <p>Understand that germs are spread by coughs, sneezes and physical contact with dirt and other people (P3)</p> <p>Understand that we can prevent the spread of germs by washing our hands with soap, especially when we go to the toilet, eat or are unwell (P3)</p> <p>Identify common dangers</p>	<p>care, visiting the dentist; how to brush teeth correctly; food and drinks that support dental health (P1/3)</p> <p>Identify the components of a balanced diet (P2)</p> <p>Identify common dangers that they may encounter both at home and in the wider world: water, fires and chemicals and medicines (P4)</p> <p>Know what to do in an emergency situation: emergency services (P4)</p>	<p>Understand the importance of hygiene, especially handwashing, to limit the spread of germs and bacteria (P3)</p> <p>How to maintain good oral hygiene and maintain correct teeth brushing (P3)</p>	<p>Know how to make informed choices about the activities they do and things they eat (P1/2)</p> <p>Understand the importance of routines and how this can help to keep us healthy (P1/2)</p> <p>Understand the dangers of diseases caused by the sun and how to stay safe from these (P3)</p> <p>Understand how vaccines can give us immunity (P3)</p> <p>Understand the impact of lifestyles choices on dental care (P3)</p>	<p>ourselves and others (P1)</p> <p>Understand that regular exercise and a balanced diet can keep us healthy (P2)</p> <p>Understand the importance of dental hygiene (P3)</p> <p>Understand the importance of getting the right amount of sleep (P3)</p> <p>Identify ways to avoid damage caused by the sun (P3)</p> <p>Understand that not all information is accurate, even if it appears to be (P5)</p> <p>Identify common hazards (burns, roads, rail, water, fireworks) (P6)</p> <p>Know basic first aid techniques (P6)</p> <p>Understand how to react in emergency situations (P6)</p>	<p>hard work (exercise, dieting, make-up, clothing, hair dressing, photography, editing) and luck (genetics, wealth, fame) (P1)</p> <p>Understand the risks of taking drugs (to know the most common names but not the effects), alcohol and tobacco (P3)</p> <p>Know strategies to help them to sleep better (P3)</p> <p>Identify key indicators of poor health (P3)</p> <p>Understand that some drugs help us (medical), and some do not (illegal) (P4)</p>
--	---	---	--	---	---	--	---	---

			that they may encounter both at home and in the wider world: roads and cars, riding bicycles and scooters and unfamiliar environments (P4)					Understand some of the reasons why people take recreational and addictive drugs (Peer pressure) (P4)
			Know what to do in an emergency situation: telling adults (P4)					Identify inaccurate health information (P5)
								Know where to find accurate sources of health information (P5)
								Know basic first aid techniques (P6)
								Understand when and how to make an emergency 999 call (P6)
Our Community	Show an interest in different occupations Develop positive attitudes about differences between people	Set and work towards simple goals, being able to wait for what they want and control their immediate	Understand how to behave appropriately in school (C1) Identify their special people in school (C1)	Appreciate how important school is to them (C1) Understand how to behave appropriately and how to contribute	Appreciate the reasons why we need laws and that these are not always the same for everyone (some people	Understand what is meant by 'the rule of law' (link to British Values) (C1) Understand the basics of how laws are made	Understand why some people discriminate (C1) Explore the history of prejudice (C2) Understand that groups and	Know that unconscious bias exists (C1) Know the protected characteristics (C1) Understand how the history of prejudice

	<p>Talk about different celebrations and places in the community (this is linked to Understanding the World – People, Culture and Communities)</p>	<p>impulses when appropriate Explain the reasons for rules, know right from wrong and try to behave accordingly Talk about the lives of the people around them and their roles in society (this is linked to Understanding the World – Past and Present) Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class (this is linked to Understanding the World –</p>	<p>Understand why we have rules and how they help us learn and be happy (C1) Appreciate that they should treat people with respect and kindness, regardless of difference (C2) Understand what to do if they feel uncomfortable, either with strangers or with people they know (C2) Discuss the similarities and differences between boys and girls, including ideas that challenge gender stereotypes (C3) To participate in simple</p>	<p>e to school life (C1) Know what range of communities live near school and respect their differences (C2) Understand what to do if they feel uncomfortable either with strangers, or with people they know (C2) Name their body parts, including external genitalia – link to consent covered in 'Family' relationships (C3) Discuss the similarities and differences between boys and girls, including ideas that challenge gender stereotypes (C3)</p>	<p>need more protection – for example children) (C1) Appreciate that the world is not fair, and it is our responsibility to help those less fortunate (C1) Understand about the different groups who make up our community and value their contributions (C3) Understand that we have the power and responsibility to make our community a better place to live (C4) To understand the concept of democracy and ways in which this is used to</p>	<p>and enforced (C1) Appreciate that the people you live with are not always part of your 'birth family' (adopted/foster care, carers) (C2) Understand that biological parents ("tummy mummy" and "birth dad") are not always the people that look after a child (C2) Understand about diversity, what it means and the benefits of living in a diverse community (C3) Identify ways in which we can make our communities better places to live and begin to take action (C4)</p>	<p>individuals from minority groups are more likely to be victims of prejudice, harassment and bullying (C3) Identify the most common types of prejudice (C3) Understand that we all rely on the people around us (C4) Identify the ways that we can help people around us without upsetting them (C4) Identify the ways that money affects their lives (C5a/b) Understand that not everyone has the same access to money and employment across the world (C5a) Understand why some people must leave their countries (C6)</p>	<p>impacts people's lives today (C2) Identify the protected characteristics in the equality act (C3) Know what to do if they encounter, experiences or witness prejudice (C3) Understand that changes in our behaviour can allow people to feel included (C4) Understand that we all rely on the people around us (C4) Appreciate that the infrastructure around us built and maintained by tax payments (C5b) Understand that debt results from spending</p>
--	--	---	---	--	---	---	--	---

		People, Culture and Communities)	votes to choose things.	To understand the process and participate in school council election.	make decisions	To know how democracy looked different or the same in the past.	<p>Appreciate why some people choose to come to the UK (C6)</p> <p>Understand that some countries are affected by war, poverty, and oppression, and this contributes to migration into this, and other countries (C6)</p> <p>Discuss what it means to belong to a country (C7)</p> <p>Appreciate that people can have more than one nationality (C7)</p> <p>To know the responsibilities of the Houses of Parliament (House of Commons), the executive seat of power</p>	<p>more than you are able to earn (C5b)</p> <p>Know that most refugees stay near their country of origin (C6)</p> <p>Appreciate that migrants are often the victims of discrimination and ill-treated and that very few people are illegal immigrants (as opposed to legal immigrants and asylum seekers) (C6)</p> <p>Understand that our country's culture is made up of all of the different immigrations that have come here over thousands of years (C7)</p> <p>To have an understanding of how citizens can</p>
--	--	----------------------------------	-------------------------	---	----------------	---	--	--

								influence decision-making through the democratic process
--	--	--	--	--	--	--	--	--